



The **GALLERY TRUST**



A community of special schools

**Trust Lead Practitioner  
in Special Educational Needs and  
Disabilities with a focus on  
Communication and Interaction**

**Candidate Information Pack  
October 2022**

Thank you for your interest in the position of Trust Lead Practitioner at The Gallery Trust.

The Gallery Trust is an expanding and successful Special Multi Academy Trust which is dedicated to improving outcomes for SEND learners in Oxfordshire.

The Trust is recognised as a key stakeholder in the delivery of education to SEND pupils in the county. This is a very exciting time to join the Trust, as we continue to expand our provision. We currently have six schools in our Trust, a satellite provision, and two new schools in pre-opening.

As a Trust, our vision is to encourage the individual identities of our academies while providing strong support from the Trust's Executive Team and central support services, and facilitating collaboration between the academies in the Trust. Employees at the Trust belong to a community of skilled and experienced professionals, and benefit from a wide range of networks and development opportunities across the Trust.

If you share our values, are motivated by working with colleagues who are completely dedicated to improving outcomes for students with Special Educational Needs and Disabilities, and are enthusiastic about contributing to an effective team with very high standards, then we would be delighted to receive your application.

Thank you again for your interest and we look forward to hearing from you.



*Kay Willett*  
*Chief Executive Officer*

## **Trust Lead Practitioner in Special Educational Needs and Disabilities with a focus on Communication and Interaction**

**Contract Type:** Full time, permanent

**Grade:** Lead Practitioner Scale: L4 – L8, Per annum £45,658 to £50,397, OR  
Green Book G13 P39 – G14 P43, Per annum £43,570 to £50,733

**Start date:** As soon as possible

The Gallery Trust is a leading special Multi Academy Trust, seeking to recruit a Trust Lead Practitioner to work across the Trust.

This is a vital role which requires an exceptional individual who can demonstrate the requisite range of skills, knowledge and experience in teaching and learning, communication and interaction to provide training across the Trust.

Trust Lead Practitioners have an assigned 'home' school. The home school for this position is Orion Academy, however, Trust Lead Practitioners can be deployed across the Trust in response to need on short term or long term placements and must be able to travel, hold a valid driving licence and have access to a vehicle.

Orion Academy provides education for secondary aged students with a range of Special Educational Needs and Disabilities, including Autistic Spectrum Disorder, Social, Emotional and Mental Health Needs, and Cognition and Learning Needs on its site on the outskirts of Oxford. The Academy moved into new, state of the art, buildings in September 2021. The new facilities offer a wide range of exciting curriculum and vocational opportunities to learners, and a fantastic working environment.

### **Benefits of working at The Gallery Trust include:**

#### **Professional development opportunities**

- Regular training and access to a range of internal and external professional development opportunities tailored to your learning needs, your job role and your career aspirations
- Opportunities for career progression, secondments and transfers within The Gallery Trust, the largest special school Academy Trust in Oxfordshire
- Opportunities for collaborative working across the schools in The Trust, offering the chance to liaise with experienced colleagues, building knowledge and professional networks

#### **Financial**

- Competitive salaries for teaching and support staff based on School Teacher Pay and Conditions Document and the NJC Green Book
- Excellent terms and conditions
- Access to attractive pension plans (TPS and LGPS), linked to salary life assurance
- Generous public sector occupational sick pay
- Contribution towards glasses and eye tests for DSE use
- Salary sacrifice schemes, including childcare vouchers and cycle to work

## **Wellbeing**

- The opportunity to be a key member of a friendly and supportive staff team, dedicated and committed to improving outcomes for students
- 24/7 access to a free Employee Assistance Programme to provide confidential advice and guidance
- Excellent induction processes, and strong line management structures to promote your wellbeing at work
- Generous annual leave entitlement for support staff which increases to reflect length of service
- A culture which is open to employee ideas and encourages open dialogue
- Complimentary tea and coffee
- Regular staff surveys to gain feedback on wellbeing and to drive improvements
- The opportunity to join colleagues for social events
- Family friendly policies, which promote your wellbeing
- Cycle to work Scheme

## **Facilities**

- The opportunity to work in a new, purpose-built school building, which offers an exciting environment in which to teach and learn, located just a short drive from Oxford's ring road
- Free car parking and cycle storage
- On-site catering

## Application process

To apply for this post please download an application form from our website [www.thegallerytrust.co.uk](http://www.thegallerytrust.co.uk) or email [application@thegallerytrust.co.uk](mailto:application@thegallerytrust.co.uk) to request a candidate information pack.

Please submit your application form via email to [application@thegallerytrust.co.uk](mailto:application@thegallerytrust.co.uk) or by post. The closing date for the receipt of completed applications is **5pm on Monday 17<sup>th</sup> October 2022. Interviews will be held on the 20<sup>th</sup> October 2022.**

Please ensure you detail any gaps in employment, and use the selection criteria which is contained in the job pack when you prepare your application, as shortlisting for interview will be based on how closely you demonstrate your ability to fulfil the essential criteria.

We do not accept CVs. If you are shortlisted, we will take up written references before your interview so please provide permission for this and provide accurate phone and email contact details for your referees. One of your referees must be your current or last employer, and if you are employed in a school, must include your current Head Teacher.

The Gallery Trust is committed to safeguarding and promoting the welfare of all children and expects all staff to share this commitment. Any offer of employment with The Gallery Trust is subject to verification of ID and qualifications, satisfactory evidence of the right to work in the UK, health clearance, Enhanced Disclosure and Barring Check, and other appropriate checks relevant to the role. The Gallery Trust is an equal opportunities employer and we welcome applications from a range of ethnic backgrounds to represent diversity in line with our school community.



# The GALLERY TRUST

A community of special schools

The Gallery Trust is a Multi Academy Trust which is dedicated to improving outcomes for SEND learners in Oxfordshire. The aim of the Trust is to provide outstanding education and support for young people with special needs and disabilities, enabled through:

- Commitment to special education – striving to provide the best specialist learning experience for all students
- Opportunities for all to learn – ensuring that students and staff have access to learning pathways which enhance their lives
- Genuine respect and value – creating relationships which promote trust, confidence and respect within environments which are safe and secure

The Trust is on a continuing journey of expansion, growing from a Multi Academy Trust based on a single academy in 2013, to its position as the largest Special Trust in Oxfordshire. The majority of students attending a SEND provision in the county are educated in a Trust establishment.

The schools in the Trust are:

- Bardwell School, Bicester
- Bloxham Grove Academy, Bloxham, to open in January 2024
- A Free Special School in South Oxfordshire, to open in January 2025
- Iffley Academy, Oxford
- Mabel Prichard School, Oxford
- Northern House Academy, Oxford
- Orion Academy, Oxford
- Springfield School, Witney

The Trust's vision is to continue to expand over the next five years, supporting a community of converter academies, free schools and sponsored academies. All member academies have the opportunity to share SEND expertise and to work with peers who share common aims and goals.

# **JOB DESCRIPTION**

## **Trust Lead Practitioner in Special Educational Needs and Disabilities with a focus on Communication and Interaction**

**Reporting to:** CEO

**Grade:** Lead Practitioner Scale: L4 – L8  
or  
Green Book G13 P39 – G14 P43

### **Job purpose:**

- To provide expert knowledge, training and experience in teaching and learning, communication and interaction and other SEND training across The Gallery Trust
- To develop and implement training programmes across the Trust, working with senior leaders to improve outcomes for pupils
- To provide outreach, training and consultancy services to external establishments in Teaching and Learning in SEND, Team Teach, and other SEND training including First Aid, Mental Health First Aid and specific communication strategies such as Augmentative and Alternative Communication (AAC), picture exchange communication strategies and sign language, such as Makaton.
- To model excellent practice to all stakeholders when working with students in relation to students with communication and interaction needs
- Take a leadership role in developing, implementing policies and practice
- To ensure that current research informs practice

### **Introduction**

The performance of all the duties and responsibilities shown below will be under the reasonable direction of the Director of Education and Strategy. The Director of Education and Strategy, or other Senior Manager if appropriate, will be mindful of his/her duty to ensure that the employee has a reasonable workload and sufficient support to carry out the duties of the post.

This job description will be reviewed at least annually and any changes will be subject to consultation. The Trust's grievance procedure will be used to resolve any disagreement arising out of the job description. Other relevant policies may be the Stress at Work policy and the Dignity at Work policy.

### **Responsibilities:**

- Demonstrate and model expert and excellent practice in teaching and learning, communication and interaction, Team Teach, positive behaviour management, de-escalation strategies and other relevant SEND training

- Develop a vision for the promotion of outstanding SEND inclusion across the Trust and implement a programme of training and support for students with communication and interaction needs
- Demonstrate a strong understanding of behaviour as communication and advocate for young people whose communication and interaction needs are not being met
- Undertake training and coaching within the Trust in areas of expertise, contributing to school improvement and improved outcomes for learners
- Undertake consultancy commissions, outreach and training in external establishments in areas of expertise
- Lead on external training opportunities through links with OTSA, The Teacher Development Trust, National Autistic Society and national training providers
- Contribute to the development and growth of The Gallery Trust, supporting schools with Trust-wide initiatives and programmes
- Liaise with colleagues across the Trust to promote consistency of approach and practice in communication strategies and other areas of expertise
- Work restoratively, engage in restorative training and be a champion of restorative practice
- Understand how restorative practice can be applied to all students, and differentiate appropriately to meet the specific needs of children with communication and interaction needs
- Address the needs of students who need particular help to overcome barriers to learning
- Provide support for pupils on an on-call basis
- Manage the supervision and support of pupils who are unable to work in class, who are not working to the usual timetable and to work with colleagues to reintegrate them back into class
- To prepare specific documentation relating to students (for example, Communication Plans, Positive Response Plans, Positive Handling Plans, Risk Assessments)
- To provide expert knowledge in curriculum design, development and delivery for the needs of students with SEND specifically those with an intersectionality of need, recognising the systemic barriers to the progress of young people, and that SEND does not exist in isolation
- To prepare specific documentation relating to schools (Curriculum policies, plans and learning activities differentiated to meet the needs of students with a range of SEND)
- To prepare specific tools to support young people with communication and interaction difficulties e.g. social stories, TEACCH resources and communication diaries
- Use data analysis to identify areas within the Trust where colleagues may need support in order to improve outcomes
- Attend and lead staff meetings, INSETs and any other relevant meetings.

- Disseminate materials and advice on practice, research and CPD: draw on research outcomes and other sources of evidence to inform own practice and that of colleagues
- Assess and evaluate teaching colleagues in areas of expertise, including classroom observations and providing feedback
- Support colleagues to improve teaching and learning by further understanding the special needs of their students and the specialist skills required to secure outstanding outcomes.
- Support colleagues in the preparation and delivery of intervention strategies
- Individual staff support, induction and coaching, including ECTs, providing programmes of support
- Take appropriate responsibility for one's own health, safety and welfare and the health and safety of students, visitors and colleagues in accordance with the requirements and locally adopted policies; including taking responsibility for raising concerns with a manager
- Demonstrate a commitment to own professional development, keeping fully up to date with current practice by reading widely and personal CPD
- Safeguard and promote the welfare of all students, modelling excellent Safeguarding practice
- Model good discipline in line with the Trust's restorative practices behaviour policy and champion the Trust's behaviour policy and therapeutic and restorative ethos.
- Develop links with Lead Practitioners in other specialist settings

**Standards and Quality Assurance:**

- Support the aims and ethos of the Trust
- Set a good example in terms of dress, punctuality and attendance
- Attend team and staff meetings
- Be proactive in matters relating to health and safety
- Participate positively in training and professional development
- Taking a share of supervisory duties as part of the weekly routine and as necessary
- Take part in support staff appraisal

**Other**

The range of responsibilities listed above is not exhaustive and is subject to change at the direction of the CEO. This job description is subject to annual review.

The Gallery Trust is committed to safeguarding and promoting the welfare of children and young people. Head Teachers must ensure that the highest priority is given to safeguarding children and young people. The successful candidate will be required to undergo an Enhanced Disclosure from the Disclosure and Barring Service (DBS). Any offer of employment with The Gallery Trust is subject to verification of ID

and qualifications, satisfactory evidence of the right to work in the UK, satisfactory references, health clearance and NCTL and Enhanced Disclosure and Barring Check.

However, the Trust reserves the right, in exceptional circumstances, to deploy staff to different locations depending on the needs of the overall Trust.

## SELECTION CRITERIA

### Trust Lead Practitioner in Special Educational Needs and Disabilities with a focus on Communication and Interaction

	<b>Essential</b>	<b>Desirable</b>
Qualifications	<ul style="list-style-type: none"> <li>• Qualified to work in the UK</li> <li>• Specific qualification/ training in SEND or in an area of SEND e.g. Communication and Interaction</li> </ul>	<ul style="list-style-type: none"> <li>• Mental Health First Aid</li> <li>• First Aid</li> <li>• Makaton</li> <li>• Qualified Teacher Status (QTS)</li> <li>• Postgraduate Certificate in Autism and Asperger's Syndrome (Or similar)</li> </ul>
Experience	<ul style="list-style-type: none"> <li>• Experience of working in schools in Special Measures or in need of rapid school improvement</li> <li>• Experience of having led significant changes or improvements in a school</li> <li>• Extensive knowledge of safeguarding procedures</li> <li>• Experience of working with pupils with a range of SEND in a school environment</li> <li>• Experience of providing training, consultancy, outreach services</li> <li>• Experience of working with individuals to improve practice</li> <li>• Experience of providing feedback to colleagues</li> <li>• Experience of working in restorative approaches and in a therapeutic manner</li> <li>• Experience of achieving excellent outcomes for students with communication and interaction needs</li> <li>• Experience of successfully meeting the sensory needs of learners</li> </ul>	<ul style="list-style-type: none"> <li>• Successful experience at a senior level in a special school</li> </ul>
Professional knowledge and skills	<ul style="list-style-type: none"> <li>• Demonstrate an interest and passion for continuous professional development</li> <li>• The ability to set and establish new and innovative working practices</li> </ul>	<ul style="list-style-type: none"> <li>• Working at a senior level in school improvement planning</li> </ul>

	<ul style="list-style-type: none"> <li>• An analytical approach in identifying and prioritising needs</li> <li>• Working with a range of stakeholders, including staff, pupils, and the wider community</li> <li>• Respect for pupils' social, cultural, linguistic, religious and ethnic backgrounds with an understanding of how these may affect their learning</li> <li>• An analytical approach in identifying and prioritising needs</li> <li>• Demonstrate knowledge of how the built environment affects student outcomes</li> <li>• Demonstrate understanding of the way in which other factors affect how we interact with SEND e.g. the evidence base around gender and Autism and how other contextual information may affect your approach.</li> </ul>	
<p>Personal Skills and Qualities</p>	<ul style="list-style-type: none"> <li>• Strong commitment to raising standards</li> <li>• High expectations of self and others</li> <li>• Ability to establish and maintain positive relationships, including with parents</li> <li>• Ability to remain positive and enthusiastic, including when under pressure</li> <li>• Excellent interpersonal and communication skills</li> <li>• The ability to lead and foster positive professional relationships and work effectively with teaching staff of varying experience</li> <li>• A resilient personality with the ability to work with children and young people who demonstrate challenging behaviour</li> <li>• Dedication to improving the lives of children and young people</li> </ul>	

Your application should clearly demonstrate how well you meet the above key criteria.

October 2022